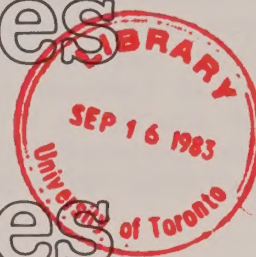


# Skills

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## Minister allocates more than \$27 million to colleges



The Honourable Bette Stephenson, M.D., Minister of Colleges and Universities, has announced a three-year capital allocation of \$19 514 000 for Ontario's colleges of applied arts and technology.

Dr. Stephenson also announced the allocations to the colleges of the \$8 million from the Government's Board of Industrial Leadership and Development (BILD) program for the purchase of new instructional equipment this year.

"Applications for admission to the colleges have increased substantially this year. This capital program will allow the colleges to build new facilities and update existing ones to meet this demand," Dr. Stephenson said.

"It is evident the colleges will continue to play a key role in meeting the skills development needs of Ontario's business and industry."

The \$27 514 000 allocation, announced on July 28, coupled with the previously announced \$14 504 000 from the federal government's Skills Growth Fund, gives a total commitment of \$42 604 000 to the colleges during the next three years.

A list of college-by-college allocations, indicating the source of the funds follows.

### 1983/4 Capital Allocation - Summary

COLLEGE	CAPITAL PROJECTS ANNOUNCED IN 1983 FOR COLLEGES OF APPLIED ARTS AND TECHNOLOGY				
	1,3	2	1		
	CAPITAL ACCELERATION PROGRAM (000's)	SKILLS GROWTH FUND (000's)	REGULAR CAPITAL (000's)	BILD CAPITAL (000's)	CAPITAL COMMITMENT 83/4-85/6 (000's)
ALGONQUIN	\$0	\$0	\$310	\$554	\$864
CAMBRIAN	\$0	\$0	\$0	\$467	\$467
CANADORE	\$0	\$0	\$183	\$201	\$384
CENTENNIAL	\$0	\$0	\$0	\$1,298	\$1,298
CONESTOGA	\$2,275	\$0	\$273	\$0	\$2,548
CONFEDERATION	\$2,100	\$282	\$800	\$0	\$3,182
DURHAM	\$4,728	\$0	\$257	\$0	\$4,985
FANSHAW	\$0	\$0	\$2,745	\$235	\$2,980
GEOR. BROWN	\$0	\$0	\$538	\$1,509	\$2,047
GEORGIAN	\$0	\$0	\$3,425	\$50	\$3,475
HUMBER	\$0	\$0	\$833	\$943	\$1,776
LAMBTON	\$0	\$0	\$747	\$424	\$1,171
LOYALIST	\$0	\$0	\$1,197	\$0	\$1,197
MOHAWK	\$780	\$0	\$0	\$451	\$1,231
NIAGARA	\$0	\$0	\$1,617	\$0	\$1,617
NORTHERN	\$0	\$0	\$561	\$82	\$643
ST. CLAIR	\$0	\$0	\$60	\$701	\$761
ST. LAWRENCE	\$0	\$307	\$828	\$100	\$1,235
SAULT	\$1,853	\$0	\$0	\$0	\$1,853
SENECA	\$0	\$0	\$1,790	\$560	\$2,350
SHERIDAN	\$0	\$0	\$3,350	\$425	\$3,775
S.S. FLEMING	\$2,765	\$0	\$0	\$0	\$2,765
TOTAL	\$14,501	\$589	\$19,514	\$8,000	\$42,604

1. INCLUDES CARRYOVERS TO 1984/5 AND 1985/6.

2. PROJECTS ANNOUNCED TO DATE BY OTTAWA. FUNDS RECOVERABLE FROM FEDERAL GOVERNMENT UNDER THE NATIONAL TRAINING ACT.

3. PREVIOUSLY ANNOUNCED.



## Accelerated capital stimulates employment and provides colleges with facilities

Following are remarks by the Honourable Bette Stephenson, M.D., Minister of Colleges and Universities, to the Legislature, announcing the allocation of additional skills development funds provided in the recent budget.

In his recent budget, my honourable colleague, the Treasurer, indicated that \$14 million was being allocated to the Ministry of Colleges and Universities, through the Board of Industrial Leadership and Development, in order to stimulate additional skills development activities.

I am pleased, Mr. Speaker, to provide Members with a brief statement on the programs to be funded.

The Training in Business and Industry program--which provides short-term upgrading training for employees--will receive an additional \$3.0 million during 1983-84, bringing the total amount allocated to TIBI (during 1983-84) to \$14.0 million. The additional \$3.0 million will create about 20 000 new training positions.

An additional \$4.0 million will be allocated to Ontario's colleges of applied arts and technology to provide academic and technical upgrading programs for individuals with special needs--particularly women. These programs will assist individuals for entry into skills development programs. About 2 000 training positions will be funded through this \$4.0 million allocation, which is in addition to the \$433 million provided in operating grants to colleges.

The Ontario Management Development Program will receive an additional \$1.0 million to develop curriculum designed to assist managers to implement advanced technology and to increase corporate productivity.

The remaining \$6.0 million will fund two new programs, designed to expand workplace-centred training programs. One program will be directed toward short-term training; the other, toward multi-

year training. Incentives will be offered to encourage the completion of training objectives.

I expect that about 6 000 new training positions will be created during 1983-84, through these two programs.

## BILD allocates \$4.8 million to computer software specialist training

The Board of Industrial Leadership and Development (BILD) has allocated \$4.8 million for the training of computer software development specialists, Colleges and Universities Minister Bette Stephenson, M.D. has announced.

This BILD allocation fulfills the commitment in the Speech from the Throne to assist the Ontario economy to maintain its leading role in the development of computer software," Dr. Stephenson said during an event to mark the second anniversary of BILD. "The growth of the software industry depends, largely, on the availability of highly trained workers."

Employers expect the demand for specialists will triple during the next three years. These funds will help ensure that the expected demand for skilled specialists is met.

At its meeting of January 19, 1983, BILD allocated \$4.8 million--\$400 000 for 1982-83, \$2.4 million for 1983-84, and \$2.0 million for 1984-85--to the Training in Business and Industry II (TIBI II) program for the training of software specialists.

The \$4.8 million will fund about 145 000 trainee days; the number of persons trained will depend on the length of each program.

The Ministry of Industry and Trade will help identify companies that could benefit from training under the \$4.8 million initiative. The Ministry of Colleges and Universities will develop the necessary curricula and administer the TIBI II program.

TIBI II is designed to assist employers and employees to adapt to the implementation of advanced technology. TIBI II



funding has been used for training in such areas as computer-aided design and manufacture (CAD/CAM), robotics, and laser applications.

BILD is a committee of Cabinet responsible for the province's \$1.5 billion five-year economic development strategy.

## Resources

The Skills Development Division and the Canada Employment Immigration Commission, Ontario Region have jointly prepared an "Employers Guide to Federal and Provincial Skills Development Programs offered in Ontario".

The publication describes, in detail, on-the-job skills development programs available to employers and employees. It also describes training programs offered in colleges of applied arts and technology.

The colleges of applied arts and technology (CAATs), Canada Employment Centres, Ministry of Industry and Trade offices, and consultants in 28 Regional Offices (all listed at the end of the document) offer their services to assist and guide individuals and employers to improve their skills. Some of the programs described are:

- Apprenticeship
- Colleges of Applied Arts and Technology
- Critical Trades Skills Training (CTST)/Employer Sponsored Training (EST)
- General Industrial Training (GIT)
- National Institutional Training Program (NITP)
- Non-Traditional Training for Women
- Ontario Career Action Program (OCAP)
- Ontario Management Development Program (OMDP)
- Training in Business and Industry (TIBI)

Copies are available from:

- Regional Offices of the Skills Development Division
- Canada Employment Centres
- Colleges of applied arts and technology

The "Instructor's Handbook" is a guide to the development and operation of workplace-centred training programs.

The handbook is divided into three sections and provides detailed information on:

- establishing the purpose of the course, specific learning objectives, and appropriate instructional methods;
- identifying the skills required of instructors in planning and organizing an efficient and effective training program;
- assessing the training to determine those aspects of the course that are efficient and those that need modification.

Copies are available from:

Publications Co-ordination  
Skills Development Division  
Ministry of Colleges and Universities  
900 Bay Street  
Toronto, Ontario  
M7A 1L2

## Ontario world-beater in exporting

Following are excerpts from a speech by the Hon. Gordon Walker, at the Empire Club of Canada on February 24, 1983. At the time, he was Minister of Industry and Trade.

Let me try a quiz on you. Name the world's most successful trading peoples? Some of you might be thinking Japan. We are the world's most successful traders! On a per capita basis, Ontario is two-and-one-half times ahead of Japan, over three times ahead of the U.S., and ahead ... of France and Germany. In fact, one third of Ontario's gross product is exported.

One of every five jobs in Ontario fills those export orders. A positive picture --you may say--and it is one that Ontario has carefully nurtured. There is, however, a great deal left to be done and it's critical that we start getting it done now.

The role of government is to create a climate that inspires business success, that helps firms fulfil their objectives for growth and prosperity--that helps people fulfill their objectives for growth and prosperity!

We are a trading nation. In our earlier days, we had the coureur de bois and



the Hudson's Bay Co. Trade was essential to our survival, to our development. It still is. Our first settlements, were trading posts.

On a per capital basis, Ontario is the number one trading community of the world, and yet, there are 11 000 firms in Ontario missing the export boat, and there are 1 600 professional firms in Ontario also missing the export boat, or truck or plane. But, missing the opportunity.

How would the average Ontario business like a piece of new market that's growing by over 50 per cent annually? Saudi Arabia is. The entire Middle East is growing at 34 per cent. The Pacific Rim is growing at 24 per cent.

#### "Ontario Inc." required

We'd all like a part of such business. How do we get it? We need to mobilize. If the way to fight what the textbook writers call "Japan, Inc." is "Ontario, Inc.", then let's get on with it. What is Japan Incorporated? It's a phrase to describe a co-operation in Japan of government, industry, and finance. The kind of co-operation that Premier Davis had in mind when he set up the Ministry of Industry and Trade.

We brought in our trade people from all over the world; we called in senior executives of major business and industrial organizations, many private companies, and most financial institutions. Together we've set a sales goal and we are going after it.

Frankly, Ontario's share of world trade has slipped over the past decade. Had industries here been able to maintain their share, some 200 000 jobs might have existed, that don't, and unemployment in Ontario could be in the order of six per cent.

Our trade policy has three prime objectives--jobs, jobs, and jobs.

International trade is the cornerstone of our industrial well-being, our very economic growth. We've got to start under-utilized and under-productive Canadian capacity working again, and we're going to!

Because, we are Canada. Ontario is over three-quarters of all of Canada's fully manufactured exports!

Our message to Ontario industry is: tell us your export ambitions and we'll help you achieve them with market intelligence, trade missions, and trade exhibits; by arranging meetings with agents, distributors, and joint venture partners; through marketing advice; by providing export loans and anything else we need to do. We're all in this together and we will work for you and with you.

#### Technology requires change

You hear a lot today about advanced technology. Ontario has assumed a leadership position among Canadian governments, and most world governments, by establishing six centres of applied technology to help private enterprise apply microprocessing, computer-aided design and computer-aided manufacturing, robotics, and other "tomorrow systems" to their operations, so that they can become more productive and more cost-competitive. They operate in auto parts, agri-food, mining, forestry, and every manufacturing sector.

These productivity centres are being managed for us by boards with directors from the private sector--a genuine public/private partnership.

Through these centres we are saying to the leaders of private enterprise: "We can assist you in the technological transformation of your operations. We can show you the route to profitable survival." We're a world-class competitor. We are investing \$250 million in this, our productivity future.

We realize that those nations which have had the most impressive economic growth are those which have been the most innovative technologically--that have focused on research and development--that have forged a practical government/business partnership--have attracted investment capital--and that have gone after markets with well-focused sales campaigns.

The bottom line, after all, is jobs. If they don't come here, they'll go elsewhere.

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## North York CITC

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Progress Report: North York and York Region Community Industrial Training Committee



## What is the CITC?

The North York and York Region Community Industrial Training Committee is a group of concerned people from education, government, business/industry, and labour, working to help provide young people with a more promising future. This co-operative effort is aimed at designing strategies and initiating programs to assist schools and communities to work together.

## What has it done?

During June and July 1979, the Community Industrial Training Committee conducted an extensive survey of business and industry in the City of North York and the Regional Municipality of York. The survey indicated a severe shortage of skilled manpower in the metal machinist, tool and die maker, and mould maker trades.

As a direct result of this survey, a new Centre for Precision Skills Training was built on the Jane Campus of Seneca College to provide training for metal machinists, tool and die makers, and mould makers. The program was developed on a co-operative basis by the education system both federal and provincial governments, industry, and labour. The administration of the program is handled by Seneca College of Applied Arts and Technology.

In addition, at the direct request of the Bakery Council of Canada, a program was initiated through the Seneca College Occupational Training Division to train industrial maintenance mechanics specifically for positions in the bakery industry.

Several months ago, Lummus Canada Limited asked for help from the Community Industrial Training Committee to train process piping draftspersons, of which there is currently a shortage.

At the request of the CITC government approval was given to study the skilled labour requirements of the computing and data processing industry in the City of North York and the Regional Municipality of York. This study has now been completed.

Seneca College assisted the committee in the administration and information gathering processes related to this study, by providing college students to conduct the survey.

More than 30 Seneca College students worked parttime under the supervision of SPEAR (Seneca's Student Part-Time Employment Assistance Referral Program) on this Community Industrial Training Committee survey.

## Research – CITC survey

Following is an Executive Summary of an evaluation of Community Industrial Training Committees conducted by the Skills Development Division.

### Purpose

The study was directed by the senior management of the Skills Development Division to determine whether CITCs are meeting their objectives.

### Procedure

Two different analyses were undertaken. The first concerned only the number of trainees and companies involved in training within a sample of matched communities.

The second analysis used a task force approach, plus file data, to determine the level of CITC performance in mandated activity areas. It further associated successful performance with selected demographic, organizational, and participation variables.

### Findings/Section 1

- Communities with established CITCs have significantly more trainees in the critical trade areas studied than those without (mould maker, general machinist, tool & die maker, and industrial maintenance mechanic).
- The CITC communities have significantly more companies involved in training than those without.

### Recommendation/Section 1

- The CITCs should be informed of the study and its findings. They should be commended.

### Findings/Section 2

- CITCs are generally involved in the 13 activities identified as means of meeting their objectives.



- The activity area in which they are most highly involved is increasing quantity of training.

- Participation levels are lower in activities associated with community development and improvement of quality of training.

- Successful CITCs serve areas with populations of 30 000 or more and with 100 or more industries.

#### Recommendations/Section 2

- CITCs should be encouraged and assisted as required to undertake initiatives which (1) involve the community in training activities, and (2) improve the quality of training.

- Consideration should be given to those CITCs wishing to consolidate.

- Should additional CITCs be desirable, care should be taken to ensure that the area to be served has an adequate population and industrial base to support their activities.

## Division introduces planning process

Following are excerpts from an address by Kenneth E. Hunter, Assistant Deputy Minister, Skills Development Division, to the Senior Adult Training Officers, on May 19, 1983.

The Skills Development Division has introduced a formal planning system in order to effect the necessary change (to the training system) in an orderly, logical fashion.

The first criterion of the planning process is responsiveness and flexibility. It must accommodate the variety within the skills development system.

As a corollary, it must encourage and facilitate participation by all the "stakeholders"--labour, management, colleges, and the federal and provincial governments.

A document outlining the process has been developed by the federal and provincial authorities; it is available from the Skills Development Division.

The three steps of the planning process are:

- to assess the requirements of the labour market;
- to identify the amount of training required to meet the demand;
- to determine how and where the training is to be carried out.

Colleges can make a unique contribution to the planning process.

Colleges can act as catalysts for the identification of local labour market demand. Colleges can access a number of sources of information, including the CECs, CITCs, Program Advisory Committees, placement data, and--when necessary--individual employers.

Once the aggregate labour market demand is determined, colleges can apply their training expertise. They can identify how many individuals need to be trained and to what level of skill.

It should be noted that colleges need not feel compelled to fill every training need. In some cases, other private or public agencies may be better able to provide training.

But ... whatever training plan the college does develop, it must be unified. The question is not: "How will funds for TIBI or OCAP or diploma programs be allocated?" The question is: "How will the college allocate its total resource to meet the training need?"

A unified plan must indicate the inter-relationships among individual programs. It must identify which program is best able to meet the training requirement.

The unified training plan must be developed co-operatively within the college. Senior Adult Training Officers must work with Heads of Technology, Heads of Apprenticeship Training, Heads of Business, and those responsible for TIBI, OCAP, and other programs.

The unified plan must speak of the whole ... not just of the parts.

Certainly, the distinctions between individual programs must be maintained for administrative and accounting purposes; however, separate plans for separate programs must be subsumed within an overall strategy.



# Program Development Report announced

Following is a summary of the "Program Development Model", which establishes a consistent method of developing curriculum.

## Background

The Ministry of Colleges and Universities formed the Skills Development Division to be responsible for devising, co-ordinating, and delivering a highly responsive system of programs and services to ensure that the need for skilled workers in Ontario is met.

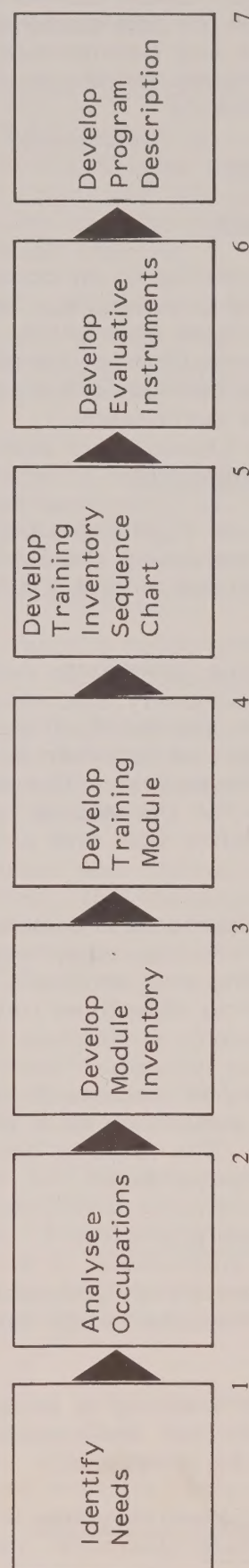
The mission of the Skills Development Division is to contribute to Ontario's economic growth by assisting employers and individuals to achieve their skills development goals. The Division has set the following aims:

- To provide expanded opportunities for skill development through a responsive training system by using resources in community organizations, business and industry, and public and private institutions.
- To align skill development opportunities with the needs of individuals, business and industry, and with provincial economic priorities and national goals.
- To permit the development of skills in a continuum, ranging from the simple to the complex, by continuing the integration of skill development systems and educational systems.
- To promote the acceptance and use of competency-based systems with multiple access and exit points.

The Planning and Development Branch, to fulfill its responsibilities has established the following objectives for program development:

- To develop competency-based training materials that support Divisional objectives of multiple entry and exit points, development of skills continuum and integration of various training/education systems.
- To develop measurement and evaluation instruments in order to maintain provin-

## Curriculum Development Model





cial and inter-provincial standards of skill competency which facilitate mobility of tradesmen.

- To provide advice and consultation on the development and maintenance of valid equitable procedures for the evaluation of skills performance.

### Curriculum Model

#### 1. Identify Needs

The need for training in an occupation can be identified provincially, federally, or by the local community. The Skills Development Division coordinates and administers development of the provincial skills curriculum.

#### 2. Analyse Occupations

The occupation or cluster of occupations are analysed using the DACUM or other survey processes and the tasks are identified.

#### 3. Develop Module Inventory

3.1 Related task statements from the analysis are grouped together to form the basis for the module. The performance objective for the module is stated and a module title and a number are assigned.

3.2 The task statements are expanded to terminal performance objectives (TPOs) by adding the conditions and criteria. Enabling objectives may be developed.

3.3 An inventory of modules is developed for an occupation or a family of occupations. The modules are stored in a computer bank.

#### 4. Develop Training Profile

Training profiles specify provincially approved skill modules for an occupation.

The modules for training in an occupation are selected from the module inventory as it is developed.

#### 5. Develop Suggested Training Sequence Chart

A suggested training sequence will be developed in chart form. The sequence will place the modules in order according to the level of difficulty for a specific occupation.

#### 6. Develop Evaluative Instruments

Appropriate evaluative instruments may be developed for each profile.

#### 7. Develop Program Description

Program descriptions provide a one-or two-page overview of each Ministry approved training program.

#### Definitions:-

The Committee recommends the following definitions:

OCCUPATION--a specific vocation, trade, profession, or craft comprised of tasks that are consistently identified by the analysis group.

OCCUPATIONAL CLUSTER--a group of occupations related by similar tasks.

OCCUPATIONAL TASK ANALYSIS--occupations are analyzed to define the dimensions of work activity and identify what workers do.

TASK--a short statement describing what the worker/trainee must do.

TASK INVENTORY--a listing of tasks for an occupations or cluster of occupations.

MODULE--a function or duty made up of a cluster of two or more related tasks, further defined by their related Enabling Objectives and Terminal Performance Objectives. Modules are performance-based and are written in logical sequence of tasks. Each module is coded/numbered for retrieval from the module inventory. Whenever possible, there should be a range of 10 to 15 tasks per module.

MODULE INVENTORY--a computer-based of ministry-approved modules.

MODULE TITLE--a key word/phrase to identify the skill areas of training.

MODULE OBJECTIVE--a brief description of the behaviours expected from the trainee upon the successful completion of the training module.

TERMINAL PERFORMANCE OBJECTIVE (TPO)--a description of what the trainee must do by specifying task, conditions, and performance criteria which state the minimum standards acceptable to industry.



**ENABLING OBJECTIVE**--a more specific reference to task(s) and, if applicable, the work aids needed to perform the task; a sub-objective which describes the knowledge and skills required to accomplish the TPO.

**PERFORMANCE DEMONSTRATION GUIDELINES**--the means of evaluating skills for determining achievement of prescribed TPOs.

**SUGGESTED TRAINING SEQUENCE CHART**--a list of the module titles that constitute an occupation. The module titles are assembled as a diagram, according to the level of learning dependency or difficulty.

**TRAINING PROFILE**--a listing of modules to meet a training need for a specific occupation.

**PROGRAM DESCRIPTION**--a one- or two-page description of a program.

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## Hunter praises CITCS

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Following is the text of remarks by Kenneth E. Hunter, Assistant Deputy Minister, to the Halton Industrial Training Committee (HIT), on June 29, 1983.

We live in a "rights-oriented" society. We have consumers' rights, women's rights, civil rights, human rights, native rights, gay rights, students' rights, anglophone rights, francophone rights. We have the right to work, the right to strike, the right to life, the right to choose, the rights of the new left, and the rights of the new right.

Every pressure group marches on Queen's Park periodically and chants: "We demand our rights." But when was the last time a group chanted "We demand our responsibilities"?

Surely, responsibilities should be guarded as jealously as rights, and rights should be as onerous as responsibilities.

Those of us involved in skills development bear a weighty responsibility. As Dr. Stephenson, the Minister of Colleges and Universities, pointed out, the skill and knowledge of our labour force is a primary determinant of our economic future.

The availability of a skilled labour force may not be sufficient--on its own --to assure sustainable economic growth; however, a skilled labour force is a necessary prerequisite.

### Division focuses on program development

The Skills Development Division and our colleagues in the Canada Employment and Immigration Commission are committed to stimulating and facilitating economic growth through training.

The division has been charged with ensuring that training programs offered in Ontario are as consistent as possible with a changing labour market.

I cannot stress too strongly that the division's focus is the development of training programs--program design, curriculum, and testing. We rely on colleges, employers, employer groups, and unions to deliver these programs.

One of our specific responsibilities is the regulation of training under the Apprenticeship and Tradesmen's Qualification Act. As you may know, there has been a moratorium on the regulation of additional occupations under the ATQA for the past 18 months.

This moratorium was introduced for two reasons. First, the computer-based monitoring system was unable to service any additional registrants. That problem is well on its way to a solution.

Second, the moratorium provided some "breathing room"--allowing us to reassess apprenticeship in the context of a total skills training system.

The division will be able to consider regulating additional occupations in the near future. Staff of the division are examining the 10 occupations affected by the moratorium to determine priorities for regulation and the appropriate form of regulation.

The regulations to be developed will be less prescriptive than current regulations. They will provide a general framework for training, leaving the employer and employee more freedom to exercise their responsibilities.



The regulations are in the initial stages of development, but I can tell you that they will be concerned solely with training. They will not deal with jurisdictional matters--which are the responsibility of the Ontario Labour Relations Board.

Throughout the past 18 months, individuals and groups have provided the division with their perceptions on regulation. The information they have provided is assisting us to reach decisions which--I trust--will meet the actual needs of the labour market. Your labour market and your needs.

#### Advice sought

It is essential that my division continue to have the advice and counsel of employees and employers. The division has an extensive network of formal advisory groups, providing information on labour market needs and the efficiency and effectiveness of training programs in meeting those needs.

The advisory network includes:

- Provincial Advisory Committees--concerned with apprenticeship programs
- Provincial Consultative Committees--concerned with college programs on a province-wide basis
- Program Advisory Committees--concerned with college programs on a college-by-college basis.
- and, of course, you--the members of Community Industrial Training Committees

Advisory groups are the "eyes and ears" of the skills development system; they provide micro-economic data that is the grist for the government's decision-making mill.

Advisory groups also make a major contribution by mobilizing employers and employees to participate in skills development programs.

CITCs are unique organizations within the advisory network. Unlike Provincial Advisory Committees, for instance, CITCs have no legislative mandate.

While some might argue that this lack places CITCs outside the organizational structure, it also provides CITCs with flexibility and independence. No pre-set boundaries have been imposed on CITCs--the only limit to your activities is the imagination and persistence of the members.

CITCs exist only because the members want them to exist. The prime purpose of CITCs is to provide a vehicle for employers and employees to fulfill their responsibility to enhance the skills and knowledge of the labour force--your labour force.

There is no doubt that CITCs have been effective in promoting the collection of labour demand data, in encouraging manpower planning, and in stimulating training.

#### CITCs stimulate training

Our research indicates that there are more apprentices in communities with a CITC than in communities without a CITC. [See page 5.]

The Halton CITC has certainly stimulated training in this community. Just two years ago, the 22 companies comprising HIT were training 47 persons. At present, HIT encompasses 276 companies, of which 200 are actively training about 240 trainees.

By any measure ... that is truly a remarkable record--worthy of respect and admiration.

Of course, not all CITCs are equally effective. Some are not yet mature. But all have the potential to reach the level of proficiency which HIT has achieved.

Successful CITCs tend to be two years old or more; they tend to have a clearly defined set of objectives in the form of a constitution; and they tend to be in centres of more than 300 000 persons and more than 100 manufacturers.

I would suggest that another mark of a successful CITC is a dedicated chairman; that is certainly the case with HIT. Chuck Morris has given of his time, his energy, and--above all--his intelligence to making HIT work.



Credit must also go to Muriel Johnson for her contribution to the efficient day-to-day administration of HIT. She is the personification of tenacity. I understand that whenever Muriel starts telephoning, Bell Tel stock rises four points.

Another mark of a successful CITC is support from the local college of applied arts and technology. Again, such is the case with HIT. Staff of Sheridan College and HIT have a close working relationship, benefiting both the college and the committee.

CITCs have been productive in taking innovative steps to bring together schools, colleges, employers, and employees to discuss training.

Members of HIT are also members of the Halton Board of Education Guidance Committee, the regional municipality's Advisory Council, Sheridan College Program Advisory Committees, and at least one Provincial Advisory Committee.

I trust that HIT and other CITCs will strengthen their links with other advisory groups--perhaps through cross-representation.

While CITCs--HIT in particular--have an enviable record of success, their work is not over. In fact, it is just beginning.

#### Role should be expanded

One of the major challenges is to broaden the scope of CITCs. Most committees began--with good reason--by concentrating on training in metal working occupations and on mobilizing participation in the Critical Trades Skills Training/Employer Sponsored Training initiative.

However, CITCs should no longer focus exclusively on this somewhat narrow range. CITCs can become a vehicle for stimulating participation in a much broader range of occupations and programs.

As you may know, the number of occupations designated as being of critical importance has grown to more than 80. Each should be addressed by CITCs.

Turning to programs ... The Minister recently announced a number of new initiatives. [For details, see page 2.]

I could take the better part of the evening outlining the opportunities for employers and employees in your community to take additional responsibilities for training through CITCs.

I hope that CITCs will take the initiative to become actively involved in delivering these provincially funded programs.

CITCs can serve as a communications channel between government and the industrial community--disseminating information. They can also help the community to implement a particular program to meet your local needs.

CITCs have built up a considerable body of expertise to date; now, the task is to apply that expertise to a broader range of occupations and training programs.

CITCs are not the panacea to the skills development challenge. But they can provide you an opportunity to discuss matters of common concern openly and honestly.

Of course CITCs are not the only forum for such discussion. As I mentioned earlier, there are a number of other advisory groups. CITCs tend to deal with a number of occupations within one geographic area. On the other hand, each Provincial Advisory Committee deals with a narrow range of occupations on a province-wide basis.

#### Co-ordination urged

If you think of a matrix ... CITCs are horizontal, while PACs are vertical. In many cases, the activities of these two groups intersect.

It is essential that information be shared between CITCs and other groups, such as PACs, to ensure that one group builds on (not duplicates) the work of another.

Therefore, I will be working with my staff to develop a mechanism to inform CITCs of major recommendations by PACs and other advisory groups.

Of course, I cannot direct CITCs, but I would suggest that committees forward their minutes to my office so that relevant information can be distributed throughout the advisory network.



On a related matter ... it is essential that CITCs share information among yourselves. The Skills newsletter provides one mechanism for information sharing. However, individual committees must make the effort to communicate with other committees on matters of shared concern --as the Halton and Peel committees have done.

Prompt information sharing is vital. To quote Hunter's First Law of Information Physics: "The value of information varies as the square of its velocity."

Community Industrial Training Committees are, by definition, agents for change. It is not unexpected, then, that CITCs sometimes run into problems dealing with government. After all ... if government training programs worked perfectly, there wouldn't be any need for advisory committees.

I recognize, more than most, that it's often difficult to find your way through the maze of government programs. The "Employer's Guide" is the first effort to explain federal and provincial programs offered in Ontario. I should point out that this publication was initiated and funded by the Skills Development Division.

The variety of programs and the degree of change within federal and provincial programs makes it difficult to keep up to date.

But the division and our federal colleagues are effecting these changes with one purpose in mind--to improve the level of service to employers and employees. I would appreciate your understanding and patience.

I also know that it is often difficult to deal with the number of provincial and federal officials. HIT is to be congratulated for arranging a meeting of all Skills Development Division regional staff and Canada Employment Centre officials. Again, HIT has set a model that other CITCs might do well to follow.

As evidence of her respect for and trust in the Halton Industrial Training Committee, the Minister has directed that \$33 016 be allocated to HIT for liaison and administrative services during the coming year.

### Full co-operation promised

I can assure you that the Skills Development Division will offer CITCs all possible co-operation. We recognize that supporting CITCs is an integral and vital part of our responsibility. We will respond promptly to your questions and requests. We may not give you the answer you want to hear--after all, we don't have a magic wand. But we will give you a complete, well-reasoned, and thoughtful answer.

We accept that we need the advice and counsel of employers, employees, employers groups, and unions if we are to fulfill our responsibilities.

And we recognize that CITCs and other advisory groups prove that the industrial community is prepared to fulfill its responsibility--to utilize training programs developed by the division to make an investment in the skills and knowledge of its labour force--of your labour force.

The private and public sectors share a common objective --the enhancement of the skills and knowledge of the labour force in order to maintain our competitive position in the international marketplace and, ultimately, our standard of living.

Each one of us must accept personal responsibility for the achievement of that objective. Each of us is duty-bound to make our contribution. There is so much to do and so few of us to do it.

We owe it to the men and women we work with daily. We owe it our children. We owe it to our society. And we owe it to ... ourselves.